

Happy Kids Goldthorpe

Barnburgh Lane, Goldthorpe, South Yorkshire, S63 9PG

Inspection date

Previous inspection date

22/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children settle well in this welcoming nursery. Staff know and support children's interests effectively, which means they are keen to learn and make good progress in their development.
- Children have good opportunities to play outdoors. As a result, they benefit from lots of fresh air and physical exercise which helps to promote their good health.
- Children's needs are known and effectively met because there is good communication and partnership working with all parents and carers. Consequently, the care children receive is an extension of their home life.
- Children are kept free from harm because staff have a good understanding of how to promote their safety and well-being. All areas of the nursery are safe and secure, which means children are able to move about freely and decide where they want to play.

It is not yet outstanding because

- There is scope to enhance and strengthen children's understanding and acceptance of differences between people, through more consistent use of learning experiences that promote a positive view about a diverse society.
- The organisation of the book area does not always stimulate children's interest in reading a wide variety of books or in using puppets and real objects to tell stories.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main play room and the outside learning environment.
- The inspector took part in a joint observation of an activity in the main play room.
- The inspector held meetings and observed practice with the manager of the nursery.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tara Street

Full Report

Information about the setting

Happy Kids Goldthorpe was registered in 2012 and is on the Early Years Register. It is situated in a detached building in the Goldthorpe area of Rotherham, and is managed by Childcare Business Management Ltd. The nursery serves the local area and is accessible to all children. It operates from one large main room and there is an enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, the manager holds a degree in Early Childhood Studies, one holds appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2, both of whom are currently working towards an appropriate early years qualification at level 3.

The nursery opens Monday to Friday all year round, excluding bank holidays and a week at Christmas. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's understanding of the world by increasing opportunities for them to learn about diversity, for example, by providing books, puppets, posters and photographs that represent diverse backgrounds and which avoid negative stereotypes

- review the organisation and use of the book and quiet area to create an attractive space where children and adults can enjoy books together and find opportunities to tell and read stories to children using puppets, soft toys, or real objects as props.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have a good understanding of how children develop and skilfully provide activities that link to their interests. This means children are keen to be involved and are motivated to learn. Consequently, they make good progress towards the early learning goals, which prepares them well for when they move on to school. For example, when one young child helps himself to an interactive ball sorting game, a member of staff gives him time to explore these on his own. She notes how he makes links for himself as he picks up the

different coloured balls and presses the button which says the colour words such as, green, orange and red. She then helps to develop his learning by encouraging him to listen to the word and to identify and pick up the ball that is the same colour. He then eagerly drops it into the top of the game and excitedly watches it roll down the tube to the bottom. This effectively supports children in developing their colour recognition skills and hand and finger control as they explore the characteristics of objects during their play.

Staff carefully observe children as they play. They effectively assess what they have learnt from the activities and maintain clear records of their progress, including the progress check at age two. These are used well to decide next steps in their learning.

Consequently, staff have a good understanding of children's abilities and where they may need additional support or challenge. Staff give high priority to encouraging parents to play an active part in their children's learning and to share what progress they make at home. For example, parents are encouraged to add comments to their children's learning record and through 'WOW' moment cards to show what they have achieved at home. This means staff can plan precisely for the next steps in children's learning because they have a full picture of their development.

Staff provide a welcoming and stimulating environment for children to play and learn. For example, the playroom has numerous colourful displays that include good examples of children's art work and photographs of them at play. This shows their efforts are valued and appreciated. Labels are used on toy boxes and words are displayed outdoors, to show children that print and pictures have meaning. For example, when playing with cars and bikes outside children enjoy using pipes to fill their car up with petrol and pretending to drive to the shops. Staff use food pictures and word labels on the fence effectively to encourage children to identify the different items they want to buy, such as carrots, bread, fish and pineapple. This also promotes their physical development and coordination skills well. Children's communication and language development is fostered well through conversation and small group activities. For example, children exploring the role play opticians are encouraged to look in the mirror and describe the colour of their eyes, laughing when staff ask if they are yellow. They happily cover one eye and name the different objects staff point to on the wall, such as an aeroplane, ball and a flower. The staff member then repeats the word back to the child, adding additional words, she says 'yes it is a flower, it is a pink flower'. This consolidates children's understanding and extends their vocabulary effectively. Staff fully understand the importance of asking open-ended questions to encourage children to think for themselves. For instance, when playing with the dough one staff member asks a child 'what are you making?' to which they reply 'sausages, potatoes and gravy!'. Children enjoy listening to stories at group time and eagerly take turns naming the animals, such as a lion, elephant and a monkey. However, the organisation of the book and quiet area does not encourage children to enjoy books together at other times of the day or promote the use of puppets, soft toys or real objects to tell and read stories.

Children's understanding of mathematics is effectively promoted during planned activities, daily routines and through children's free play. They are encouraged to count how many children are at the snack table and to sort dinosaurs in to small and large groups. Children learn about their local and wider community as they participate in walks to the local library and supermarket and celebrate festivals such as, Chinese New Year. However, other

opportunities for children to observe positive images of diversity on an ongoing basis, for example, through books, posters and photographs, are limited. Consequently, their understanding and acceptance of differences between people is not fully enhanced.

The contribution of the early years provision to the well-being of children

Staff have a good understanding of their role as a child's key person. They give high priority to working closely with parents to ensure they have a good understanding of children's individual needs and how these can be met. This means the care they receive is an extension of their home life and as a result, staff develop close and trusting relationships with children. Settling-in visits are tailored to parents' and children's individual needs, and effectively support children's transition into the nursery. Children of different ages play together in one large room which enables younger children to learn from older ones. For example, they copy their actions as they independently get their own plates and cups out at snack time.

Children learn to behave well because staff ensure they have secure routines and know what is expected of them. For example, staff regularly discuss using 'kind hands' and 'listening ears' and use timers to help children to share and take turns with toys. Children demonstrate confidence and a growing sense of self-esteem. This is because staff are specific with their praise and acknowledge children's efforts as well as achievements. As a result, older children know to wash their hands before meal times and to stay sitting at the table until they have finished eating. Staff actively encourage children to develop their independence and to keep themselves safe. For example, children confidently pour their own drinks and learn about crossing roads safely when on walks in the local community.

Staff are proactive in helping children to follow a healthy lifestyle. For example, they are provided with healthy meals and snacks, such as sausage, potatoes and mixed vegetables for their lunch and orange, apple, cucumber, cheese and bread sticks for their snack. As staff change the nappies of young children, they explain they are doing this to make them clean and comfortable again. They encourage children to clean their hands afterwards, which means children effectively learn about following good hygiene routines from a young age. Staff enable children to have access to the outdoor area each day. They ensure they wrap up warm when it is cold, which means children develop a positive attitude to being outdoors and benefit from lots of fresh air. Children have good opportunities to develop their physical skills through a variety of activities. For example, they eagerly explore the water tray and use cups to pour water down the pipes, play on the see-saw and run backwards and forwards as they listen to musical sounds. This means children gain good control of their bodies as they negotiate spaces, learn to adjust their speed and learn to stop safely.

The effectiveness of the leadership and management of the early years provision

The manager has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage and meets these successfully. She ensures all staff attend training so they are confident in their understanding of child protection issues. The

recruitment and vetting of staff is robust, which means their suitability to work with children is thoroughly assessed. Good attention is paid to monitoring staff's performance and encouraging them to develop professionally. For example, the manager works alongside staff which means she is able to observe their practice first-hand. She offers advice where necessary, to improve the quality of teaching. Regular appraisals and supervisions are used effectively to enable all members to reflect on, and discuss their professional development and identify the benefits of any further training. This in turn improves the outcomes for children's learning.

The staff team is well-organised and all members carry out their duties very efficiently. This means children are supervised effectively and supported well in their learning. Children are able to move about the nursery freely and safely because staff give high priority to ensuring any risks to their safety are minimised effectively. Premises are kept secure which means no unauthorised person can gain access. The quality of the service is monitored well and there is a strong commitment to continual improvement. For example, the educational programme, planning and assessment are discussed regularly to ensure all areas are being covered effectively and that there are no gaps in children's learning. Staff, parents and children are all consulted on a regular basis to ensure their views of the service are known and responded to. For example, staff highlighted the need to improve communication with parents in terms of children's learning at home. As a result, the manager consulted with parents and children and new themed story sacks have been developed for them to enjoy at home. This effectively helps them to take ownership of the nursery.

Staff give high priority to working in partnership with parents. Information parents receive is clear and easy to understand and available in numerous forms. For example, a welcome pack, social network page and regular newsletters are provided. Daily discussion and individual progress reports are used effectively for the sharing of ongoing information. Parents' comments about the nursery are very positive. Typical comments include: 'My child enjoys nursery very much'; 'There is always a member of staff to talk to in the morning' and 'Staff are really friendly and welcoming'. The nursery has good procedures in place so that they can quickly form links with any other providers who share the care of children in the future. For example, parents are asked about the contact details of any other childcare provider when their child first starts at nursery. This means that information about children's progress can be shared, which ensures consistency in their learning. The nursery has made good progress in building links with the local schools and other agencies to enable the continuity of children's progress and learning. Therefore, the needs of all children are securely met and they receive any additional support they need.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY458166
Local authority	Barnsley
Inspection number	895950
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	31
Name of provider	Childcare Business Management Ltd
Date of previous inspection	not applicable
Telephone number	07834094926

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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